

CHILD WELFARE LEAGUE OF AMERICA, INC.

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Is Physical Care Enough?

TOTAL war calls upon each one of us to make sacrifices and readjustments. All of us must take on new responsibilities. For the married woman this may mean adding the responsibility of a job in a war plant to her responsibilities as mother and homemaker. For the community it will probably mean arranging programs of care and supervision for the children of employed parents.

Fundamental to any scheme of community care for children is a consideration of the basic needs of childhood both physical and emotional. Children have common needs which will vary in degree and intensity from child to child and from age group to age group. Community sponsored plans for child care which are designed to protect children and also to help them to grow to effective adulthood will be geared to meet these varying and yet constant requirements of childhood. Where will children be cared for? What kinds of daily programs will be planned for them? Who will be responsible for their supervision? A partial answer to these questions includes recognition of what it is that children need for growth and happiness. Some of childhood's needs, which have direct bearing on the factors of place, program, and personnel are:

1. *The Need for Love and Affection*, because these are the bases of personal security. Discipline, or controls, are essential parts of this need. So too are continuing relationships with adults, and repetition of the pleasant and familiar.
2. *The Need for Recognition and Success*, for these give status, a feeling of personal adequacy.

3. *The Need for New Experiences and Adventures*. These are integral to growth.

For the purpose of elaborating these needs, childhood may be arbitrarily divided into these age groups: 2 through 5 years, 6 through 11 years, 12 through adolescence.

The Age Group 2 Through 5 Years:

In this age group the need for affectional response, or love, is most important. Young children need to feel that the adults around them like them. They are completely dependent on adults and their chief security is in love. Children know instinctively whether or not an adult really likes them. Also, the strongest urge toward learning at this age is the approval of an adult, but it is effective only when the child senses that the approval and interest are genuine and wholehearted.

Personnel:

In terms of personnel, this paramount need of children of this age would suggest that the persons to be associated with children 8 or 10 hours a day should be women who are genuinely fond of children. Not everyone who says "I love children" really does, for in this culture of ours it is almost criminal to admit one does not.

Affection for children does not mean maudlin sentimentality nor a desire to fondle children. It means rather respect for a child as another individual with a personality and rights; it means the ability to differentiate the child from his behavior which at times may be annoying.

Discipline for this group is necessary and should be a positive rather than a negative thing. Children feel

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more secure when they are helped to be "good" and are prevented from being "bad." On the other hand, what seems "good" or "bad" to an adult is usually neither to a child. Adult disapproval, the attitude "we don't do such things here," and temporary separation from the group are usually sufficient controls in this age group. Personnel capable of handling discipline constructively should be employed.

For these qualities women are needed who are suited by personality and life experience for work with children. A trained nursery school teacher to supervise the program is essential. Some kind of education beyond high school is a minimum requirement, and knowledge of modern child psychology and of habit training is definitely needed in her assistants. Actual experience with children should be a basic requirement.

The personnel in a day care center needs to be able to give each child a feeling that he is liked for himself and his qualities—that he counts in the group and has his little contribution to make. This means definitely not having "pets"; it means letting leadership be the choice of the group, not of the adult; it means giving praise in accordance with each child's abilities, his age level, and his effort. This requires the services of a staff of full time personnel sufficiently large to meet the needs of the children.

The need for new experience is less pressing in this age group than in the older age levels. There is, however, a need for variety and change that gives a child a sense of adventure.

A child cannot relate comfortably to an ever changing group of adults. There should, therefore, be a staff of two or three regularly paid persons and some volunteers. These volunteers should not be too numerous and should come often enough to become familiar to the children. The need for new experience does not include changing personnel.

Program:

The program of a child care center or nursery school, as a means of supplying security, should be partially centered on concepts of pleasant family life. Games and stories of mother, father, brother and sister in happy relationships are in order. Original dramatic play in which children can express feelings about relationships and experiences which have not been happy is helpful to children. Repetition also is an important factor in the program as a means of giving security. Not only should pleasant things be repeated, but the doing of unliked tasks at the same time in the same way by all the children seems to mitigate the child's dislikes for them. This is the

age when children like the same stories told in exactly the same way over and over, and of the favorite toy that remains a favorite even though worn and dirty and supplemented by newer models.

The program also should provide for giving each child a feeling of recognition and success. This is the reason for the practice in many nursery schools of dividing the children into groups of similar development levels. The separation of children into groups that we hear about is not an artificial division of labor, but has a sound psychological basis, if done with respect to development.

The program should also be varied in its kinds of activity, partly because a well-rounded program is educationally sound, and partly because such a plan gives the individual child more chance for making his contribution and gaining a sense of achievement. The child who is good at block building may take second place at musical games. The child who is poor at painting may be the one who climbs highest on the jungle gym.

The practice of taking turns—a simple necessity in groups with limited equipment—also adds to each child's feeling of being important. He knows that even though he is not as powerful as Jonnie he will get his turn to ride on the scooter.

The Program is the point at which to satisfy the need for new experience. Within the necessary repetitive routine there is room for variety; new games, some change in equipment, celebrations of holidays and events such as birthdays provide new interest and a feeling of adventure.

Place:

The space and physical appearance of the child care center have a bearing on the three basic needs of children. It should be pleasant and colorful. The rooms for this age group should not be overwhelming in size and yet large enough to allow space for vigorous activity. The furnishings should not be moved about or changed too often, as children do obtain security from familiar surroundings.

Division of space and equipment will also add to the feeling of adequacy. The child has his own place to hang his outside clothing, the same place for his own cot. He should have the same place at the same table, if this is practical, and small things he makes should be his for his own.

The need for new experience may also be met by planning excursions from the day care center—sight-seeing trips, shopping trips, and a tour of the cellar when the furnace is being coaled. Observation of a meal being prepared in the kitchen may, if practica-

ble, relieve the monotony of the same room and the same play space.

The personnel, program and physical equipment should all be flexible and able to bend with the shock that comes with the emotional need of children at times to be destructive. Such behavior cannot categorically be classed "bad" and the child punished. Frequently he is working out feelings that would be much more dangerous if repressed.

The Age Group 6 Through 11 Years:

Needs:

There will always be individual exceptions, but in general it can be said that children in this age group require less demonstration of affection than do their younger brothers and sisters. They do need the security which comes from a continuing and consistent relationship with an understanding adult. And they continue to need (in less degree than younger children) familiar routines in familiar places. In short, they need responsible supervision of their activities when they are not at home or in school.

Children in this age group have a growing sense of "self," and they have much need to achieve status. Accordingly, they will demonstrate increasing need to be important as individuals and decreasing dependence on the family group. If this wish for personal freedom is to be wholesome and constructive, these youngsters must have normal adult "patterns" by which to grow and new experiences and adventures by which to test themselves and to learn.

Personnel:

This would imply, from the point of view of personnel, leaders who understand this age group, and who are prepared to give steady, continuing leadership. The leader must achieve a nice balance between exerting adult authority and permitting freedom to grow up. This age group in general gets along better when a minimum of personal authority is exerted; control is more effective when it stems from the "rules of the game," and from approval or disapproval of the group. The leader must be prepared to work with this age group's tremendous physical energies and vivid personalization of issues (both characteristics probably intensified in this war period). These youngsters are likely to be spontaneous and dramatic, crudely creative, sporadic in their interests. Because of this age group's need to widen their circle of adult relationships, assistants can be used from the older teen-age group.

Place:

In planning for place, it is well not to vary the location too frequently, and to keep it within neighborhood bounds. These youngsters probably require a "base" or substitute home when their own parents are away.

Program:

The leader will plan his program around the needs of the age group. This will mean the inclusion of familiar routines and simple rituals, such as the password for the week for the 6-, 7- and 8-year-olds, as well as creative play and activities, such as dramatics "made up" by the children themselves. There should be much opportunity for making things and for collecting. Youngsters of this age are usually interested in nature study. They will need ample opportunity for noisy, aggressive games (a chance to "blow off steam") and for teaming up in small groups. They will probably select their own teams and may likely group themselves boys with boys, and girls with girls. They will begin in simple fashion to pattern after adults—often living in their play. For instance, girls will become homemakers, or nurses, or WACS, or WAVES, or workers in a war plant; boys will realistically chase the Japs and Nazis. The program must allow, at some point, for satisfying participation for every youngster; each must have a chance to take credit, to "be somebody."

The Age Group 12 Years Through Adolescence:

Leaders:

All persons who work with adolescents are in need of enough maturity to withstand the temptation to exploit the tendency of these youngsters to hero worship. Also, the leaders of adolescents need to be fortified against taking too seriously the affection which may be shown an adult leader. Hero worship and adoration when used with skill and understanding to direct these children along constructive paths are very powerful tools. It is obvious that if fine sympathetic characters are copied, many of the pitfalls of growing up may be avoided.

Each child must learn that privileges for himself are earned by his own willingness to accept small responsibilities. Likewise the group earns its right to self-government after proving capable of executing definite duties. Naturally, the first responsibilities which either the individual or the group may assume are small. Planning ahead in order to allow for a steady development in this field is very important. Therefore, the leaders of such groups must be willing to work patiently with the young people, helping them to grow in an ability to accept responsibility and as a result enjoy the accompanying privileges.

Security:

Somewhere among the group leaders who may assume the task of organizing the adolescent group there should be one person to whom each individual feels very close. There will be comfort in the knowledge that he can always go to "Mrs. X" or "Mr. Y." These are the persons of whom the child will ask questions if there has been enough opportunity for acquaintance on which to build faith and confidence.

Since the adolescent will ask questions only of those adults in whom he has confidence, the leaders must build rapport with each and keep faith in matters of trust. No matter how trivial the confidence may appear to a mature individual, a straightforward consideration should be given the problems.

Place:

The younger adolescent would perhaps be happier if he were expected to report to someone who was acting as a block leader or block mother. From this block mother he might receive instructions for the rest of the afternoon, such as giving him assignments both to play and to do small tasks. The younger adolescent has a need for someone standing, in loco parentis, to do perhaps no more than ask the question, "What are you going to do this afternoon?" By this device he feels a personal responsibility for making some plan for his time.

Playgrounds:

On the playground both the older and younger adolescent can find pleasure and adventure in the activities organized there. The thrill of teamwork in games, a sense of proprietorship, in taking care of equipment, a feeling of importance when being chosen for a special responsibility are by-products. It is on the playground that the older adolescent can be stabilized through kindly, sympathetic leadership which allows him additional duties in directing those younger than himself. Actually the adult leader or adviser on a playground may serve all the needs for the older adolescent until he is returned to the natural family setting. However, these older adolescents may need to be provided with a place in which they can do organized study or free reading for an hour before dinner if there are no other duties for them to perform after the playground has closed.

Any program for adolescents must include activity. Play in which the large muscles are called upon is extremely desirable. The younger adolescent will prefer games and activities in which the sexes are divided. The older adolescent boy loves to prove his prowess and therefore enjoys competitive games at which girls are spectators. These girls and boys actually experience thrills from sheer joy of physical activity. The older adolescent can be made responsible for certain play groups of the younger ones. Teams, clubs, group activities, well organized and supervised, will be the means through which honesty, fair play, a feeling of group pride, and worthiness can be taught to both age groups.

In planning activities for the adolescent we must not overlook the necessity for providing ample opportunity for creative activities. There will have to be time set aside in which the adolescent is given material with which to work without being definitely directed. In an indirect fashion he needs to be pro-

vided with inspirational subject matter and associated with others who are trying to create. He will need encouragement and constructive criticism of his efforts. It is only through his own creative efforts that he can be further developed.

The hand of the mother-munitions worker would be much steadier if she knew her adolescent son had someone in whom he could confide, who would answer his question fairly and sincerely, who was genuinely fond of him and interested in his lumbering attempts to prove his worth.

Conclusion:

It should be reiterated that children's requirements will vary in intensity from age to age and from child to child. For instance, nine-year-old Mary whose associations with her friends are most satisfying, has less need of affection from a "mother" person than she did when she was five. On the other hand, nine-year-old Susan is shy and self-conscious; she finds it difficult to make friends with children in her own age group. Tom, at three, is a sturdy young fellow, reaching out with his fists for more worlds to conquer; he will be happy in the give and take that his peers in a nursery school give him. As for Billy, at three, he is a fearful child who would be crushed and cowed by the give and take of a nursery school group.

Growth, for any human being, is the process of separation from his parents—separation from complete emotional and physical dependence at birth, to complete emotional independence, coincident hopefully with physical maturity. Forward movement along the path of growth is achieved only when each step is made with the full cooperation of the child and at his own tempo. Next steps must be made as attractive and safe as possible to a child before he will leave the stage of growth he presently occupies. A child must feel free to move ahead. This means that parents and adults with whom the child associates should have no strong need to hold the child at any one stage of development. Children at any age must be free to do for themselves, to make experiments, to make mistakes, and even to fail, if they are to have the strength and the wish to grow. There are children who will not find this opportunity for growth and development in a group experience. This is more frequently true for the younger child, but must also be anticipated for some of the older children. Therefore an adequate day care program must provide both day care centers, and well selected and supervised foster homes for the child who cannot adjust to group experience.

MISS KATHERINE PHELPS

MISS WILMA McVEIGH

MRS. MADELINE R. FAHEY

*Sub-committee of the Mental Health Committee,
Montclair Council of Social Agencies.*

Shortage of Trained Personnel—An Agency Program

What are you doing about staff shortage? In one sense this has been an age-old problem, since trained personnel has never been adequate to staff all the social work agencies in the country. A greater recognition of the need for trained personnel at a time of increased demands on services complicates the picture decidedly. Obviously the problem is too big for any one agency or any one community to solve. Governmental subsidy of a nation-wide training program for social workers seems as necessary as the federal subsidy of wartime industry. Individual agencies, professional associations and schools of social work would need to back such a program and many have expressed their readiness to do so. Simultaneously, what can individual agencies do to meet this emergency? A member of the League, traditionally progressive in its services, reports its plan briefly.

The Foster Home Bureau of the New York Association for Jewish Children has been considering for some time various ways of meeting the problem of shortage of trained personnel caused by the war situation. Until this year only graduates of a school of social work had been employed by this agency. As with many other agencies, various solutions have been proposed and examined. The matter of increased case loads was carefully explored. It was finally decided not to increase case loads, but to develop, as an emergency measure, the use of untrained and partially trained staff with safeguards which would insure the maintenance, in so far as possible, of the professional standards of the agency and the profession.

The granting of fellowships to second-year students of a graduate school of social work and the instituting of an apprentice program seemed to offer a partial solution to this problem.

As to fellowships, discussions were begun with both the New York School of Social Work and the Pennsylvania School of Social Work and the following plan was worked out. Second-year students, recommended by the schools for fellowship, would be referred to the agency as candidates for the fellowships. In some instances the students would have already been in the agency as first-year students. Prospective fellows are interviewed as potential applicants for positions by the administrative assistant who interviews all applicants for case work positions.

Conditions of the fellowship are as follows: The fellow receives an agency fellowship at a monthly

stipend of \$100 toward his school and maintenance expenses for the period covered by the school semesters or quarters necessary to complete the work required for a degree. The fellow spends four days a week in the agency, on agency hours, and carries a case load three-quarters that of a regular worker. While emphasis is put on the fellow in terms of provision for learning, he is nevertheless expected to carry responsibility to the client implicit in the functioning of any regular worker, i. e., he is expected to cover emergencies or other outside-of-hours work as indicated. The fellow who has been a student in the agency carries responsibility for all aspects of the job. For other fellows there is a postponement in assignment of intake and foster home studies depending upon their previous agency experience.

The fellow will attend staff conferences commensurate with the time he is spending in the agency and the relative value of the conferences for his development, these plans to be worked out with the supervisor. He will not attend intraining seminar activities provided for the trained staff, or those provided for the completely untrained apprentice staff. The fellow agrees to stay in the agency as a worker for one year following graduation from school. It is understood that there will be the usual probationary period, as with any new worker, and if performance is satisfactory he is expected to stay out the year, subject to all the personnel practices affecting first-year workers. It should be noted that the agency has been insistent upon the completion of all field, academic and project work required by the school before changing the status of the fellow to that of regular worker.

Each year the agency has seminars or a series of formal discussions on supervision for the supervisors of students and fellows. The fellow's supervisor also has the opportunity to discuss the supervisory problem of the fellow with the school.

In the fall of 1943 the agency will have five fellows; four from the Pennsylvania School and one from the New York School.

As to the apprentice program, a specialized project was planned as follows. Three candidates were selected and placed in one district unit under the supervision of one supervisor. Graduation from an academic college was the education requirement set up for the acceptance of the apprentice. The local colleges were informed of the project and the agency

staff participated in recruiting. Beyond that, personality became the most important factor in choosing from among the comparatively large number of applicants. Those who were accepted had been out of college from two to six years, had been employed in jobs that involved contact with people, had given some evidence of planning to go into social work as a profession. One had taken pre-social-work courses in an undergraduate college.

The apprentices are considered full time workers, and are paid a salary: \$1,500 for the first year (which is \$150 below the salary of a beginning worker who is a graduate of a school of social work).

Provision is made for a two weeks' orientation course with the case consultant of the agency on agency time, in addition to the group and individual supervision of the supervisor assigned to them. The orientation course consists of group meetings, twice daily for 1½ hour sessions on practices and policies of the agency. The apprentices are expected though not required to take at least one course per quarter on their own time and at their own expense at a school of social work.

No formal arrangement has been made with the school for the training program, but the school is aware of the details of this part of the Foster Home Bureau program.

The apprentices are given selected case loads in so far as possible and supervision is the responsibility of one of the best qualified supervisors in the agency. She also has access to consultation with the agency case consultant on this project.

The apprentice is expected to stay for one year, if performance is satisfactory. Continuance beyond one year depends upon the success of the apprenticeship program and the continued needs of the agency, which may be affected by retrenchment or return of own personnel. It is understood that if the apprentice is ready to stay a second year, the salary will be increased to that of a beginning case worker at that time.

The apprentices are subject to all personnel practices of the agency with the exception of tenure, as above indicated.

It is hoped that eventually the apprentices will enter a school of social work for full time to complete their training. However, the agency accepts no ultimate responsibility for this.

—LUCILLE LAZAR

*Assistant Director, The Foster Home Bureau of the
New York Association for Jewish Children*

Effective Price Control Safeguards Our Children

EVERY home-maker throughout the country has performed an important war service in cooperating with wartime rationing and in learning how to use ration stamps advantageously. This cooperation has resulted in releasing necessary food supplies to our fighting forces and in fairer distribution here at home.

Another task now lies ahead. The home-maker is asked to take active part in making Price Control effective. Dollars-and-cents prices have been established and price lists published by communities. The stores are placed in four classes, 1, 2, 3, and 4, according to their volume of business.

This step taken by OPA makes it possible for consumers to know what they should pay. Price lists are available from the OPA District Office and they must be displayed in the store together with a sign telling whether the store is class 1, 2, 3, or 4.

Through the Home Front Pledge Campaign, given nation-wide publicity and conducted in most local communities this fall, home-makers are called upon to pledge their cooperation—

TO PAY NO MORE THAN TOP LEGAL PRICES

**TO REFUSE TO ACCEPT RATIONED GOODS WITHOUT
GIVING UP RATION STAMPS**

This pledge points out how consumers may help keep down the cost of living and fight the Black Market. Thus, through consumer cooperation OPA is working to reverse further the trend in prices in an effort to bring them into line with the stabilized wage rates of September 15, 1942.

The Campaign emphasizes the fact that it is the duty of every home-maker either to call all overcharges to the attention of the retailer or to make a formal complaint to the Price Clerk at the nearest War Price and Rationing Board. This can be done by telephone or mail. Complaints reported will be acknowledged and investigated by the Price Panel members of this Board. The Price Panel Assistants, volunteers who have been trained, confer courteously with retailers regarding illegal price charges.

Even in our prosperous country war levies a heavy toll upon children, as economic strains become more intense. They suffer most when prices of milk, butter, and eggs advance. By giving active cooperation housewives are safeguarding the health of our children. Mothers caring for children on security or other allowances, and heads of institutions of child-care will be able to meet more adequately their dietary needs. No part of the war effort is more important. Shopping under dollars-and-cents ceiling prices is the stern duty of every household.

Day Care of Children of Working Mothers*

The Problems in a "Boom" War-Industry Town

RUTH LOUISE FLATER

Consultant on Child Care Projects, Texas State Division of Child Welfare

UNTIL the advent of its two ordnance plants, Texarkana was little known in these United States. Suddenly, with the erection of the Lone Star Defense Corporation plant and the Red River Ordnance Depot, fourteen and eighteen miles respectively from its gates, it became the center of great interest in the nation as one of the most "hard hit" of the war boom communities.

In 1940, Texarkana was a city of 28,840 persons, 17,019 of whom lived on the Texas side of the State Line, which intersects the heart of the business district, and 11,821 on the Arkansas side. Like Bowie County, Texas, and Miller County, Arkansas, in which Texarkana is the largest trade center, the population was practically stagnant in the ten-year period from 1930 to 1940.† Except for the coming and going of the employees of the four railroads, who did not become assimilated into the community, few new families moved into Texarkana. The old settlers led a comfortable existence, attending their churches, of which there are many, their gardens, and musical and luncheon clubs, giving parties in their homes, conducting their businesses in the manner to which they were accustomed, pretty much untouched by the modern, restless spirit.

The spirit of rivalry between Texarkana, Texas, and Texarkana, Arkansas, is as strong as that which usually exists between two neighboring states, and much more damaging, since it acts as a deterrent to that spirit of unity which is so necessary in a city that is one by reason of proximity. Unable to settle the question of the location of a public library when Carnegie Funds were offered, the Public Library is now supported by the Community Chest, which, with the newly reorganized Council of Social Agencies, is one of the few organizations operating on both sides of the Line. Bewildering complications which arise from differences in state laws impede community planning and prevent adequate law enforcement.

* Paper presented at the St. Louis Regional Meeting of the National Conference of Social Work, April 14, 1943.

† Statistics show the population of Bowie County, Texas, in 1930 as 48,563, in 1940, 50,208. Population of Miller County, Arkansas, in 1930 as 30,586, in 1940, 31,874. Population of Greater Texarkana in 1930, 27,366, in 1940, 28,840.

Cost of municipal government is excessive for a city of its size, since two complete city governments must be supported.

It was into this setting that the two ordnance plants were projected, catapulting thousands of workers into an area totally unprepared to house them, unable to provide the necessary sanitation and medical care, without sufficient trade channels, and with insufficient school and recreational facilities. Nor were the people of Texarkana and Bowie County psychologically ready to take on the burdens of rapid expansion. They had had no experience upon which to draw in guiding a mushroom growth which had indications of being only for the "duration" and which might leave them "holding the sack," so to speak, after the war. It took a little time for the old settlers to overcome their resentment at having to wrest themselves out of their comfortable ways of life, to think and plan for a group of "foreigners," who earned good money and some of whom had queer ways and made disparaging remarks about their beloved city.

Small wonder that when the State Department of Public Welfare made a survey in 1942 regarding day care of children at the request of the Family Security Committee the preliminary report stated: "The potential problems regarding the care of children of employed women is typically ignored and unappreciated by the civic and commercial leaders of Texarkana. Their greatest concern is the extreme inadequacy of housing, sanitation, and school facilities, together with traffic congestion, the elevated cost of living, and so on. In view of the conspicuous and continuous presence of the latter problems, the matter of the care for children of working mothers is remote."

Texarkana in 1943 is of course a different Texarkana from the days of 1940, or the peak days of construction. Large numbers of families are not now living in tents and shacks along the highways as they were in the height of the construction days in the spring of 1942, when the population sky-rocketed from 28,840 to 47,911 in Texarkana and from 50,208

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BULLETIN

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Henrietta L. Gordon, *Editor*

The Bulletin is in large measure a Forum for discussion in print of child welfare problems. Endorsement does not necessarily go with the printing of opinions expressed over a signature.

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The Young Take Big Steps

PARENTS nurturing their young children have anticipated a growing into adult responsibilities. Few, however, have realized that the tremendous step beyond this life would be taken by so many who are yet in their teens and twenties. The casualty lists are sober reminders of the need for a training which will endure and which will help our young men tread firmly "through the valley of the shadow of death."

The mothers and fathers of the world are learning that courage is immeasurable, and are learning this from their sons and the sons of their friends; young men who with utmost generosity have given their lives. These men, so recently boys, have measured the consequences of the big step but have not stopped to weigh or question their gift.

We who care for the children of others can count farther than we like the number of young men formerly under our supervision who have been killed in action. That memory adds to the bigness of our tasks and the tasks of those who are to succeed us.

These thoughts have been suggested by news of the death of Lieutenant Wallace M. Bonapart, 26 years old, while serving with an amphibious force. His father, Joseph Bonapart, of Los Angeles, is known to many of us in child welfare work. Whether we be parents in our own rights or substitute parents we will remain forever indebted to Lieutenant Bonapart for what he has written for all of us in a letter to his parents. As it appeared in the *New York Herald-Tribune*, October 5, 1943, it reads in part, as follows:

"At first when I knew I was in danger I thought a lot about it. I worried continually, frantically, at the thought of all the happiness I would miss in my married life that started out so wonderfully, and of how you, who have built your lives around my health and happiness and success, would feel.

"After a while I ceased to think of dying. Now I

never do—except in moments like this, when I do so for a definite purpose. I am inured to death. If it comes I am mentally and morally prepared. My primary thoughts out here are of life; of winning the war and returning some day to you and to my dear wife.

"I am deeply conscious of what I am fighting for and would not sit at home during this war if I could. What I fight for is not an abstraction to me. It is not any vague ideal of freedom or democracy. I reduce it to the most elemental of emotions, that of man's instinctive, dominating, intense desire to protect those individuals whom he holds dearest. I don't claim that this is the reason for any other man's participation in the war. It is my own.

"So the fact I may die while I am protecting you does not appall me in the least. If I do, I shall be happy to have done what I have to preserve your lives and way of life, and all of the sacrifice and effort on your part to rear me as a good citizen, educated and successful, are not wasted.

"So although you will grieve, do not, please do not, be bitter. Know that I am smiling here as I write at sea—that I am content that I am doing what I want to do and must do. Be proud that you did a good job of rearing me to do what was my chief purpose. Live out your lives to the fullest, without loneliness or pain. Wherever I am, I will be at peace, and if there is a heaven, I have a clear conscience and clean soul. And know also, that I love you above all and that to me you are the grandest, dearest people in the world."

—HOWARD W. HOPKIRK

New League Members

THE following day-nurseries have recently been admitted to Accredited Membership in the Child Welfare League of America:

Salvation Army Day Nursery
242-244 South Patterson Park Avenue
Baltimore, Maryland
Brigadier Charles H. Dodd
Divisional Commander—Salvation Army

Adams Street Mission Day Nursery
219 Southard Avenue
Toledo, Ohio
Miss Ethel Mapes, Director

Volunteers of America Day Nursery
1222 West Highland Avenue
Milwaukee, Wisconsin
Rev. James Herron Miller
Chairman, Board of Managers

Day Care of Children of Working Mothers

(Continued from page 7)

in Bowie County to 70,463.* As the construction workers moved on to new jobs, and these early arrivals left who had found living and working in this area difficult, and as the farmers drifted back to their farms when they realized that the so-called high wages in the defense plants did not make up to them for the losses of crops and stock, the population decreased. With the increase in housing facilities due to the erection of 800 housing units in Texarkana and of 1200 units in other parts of the county, sufficient housing is now available. However, it is expected that within several months, as expansion in the plants takes place and as quarters for the families of commissioned and non-commissioned officers of the ordnance troops are needed, this area will again experience a housing shortage.

In the schools, there is still overcrowding in the classrooms, though no schools find it necessary to operate on double shifts. As in many other places, qualified teachers are scarce, so that personnel cannot always be found even though salaries for additional teachers may be available. Children living in the 400 units at Robison Courts Housing Project, just outside the city limits of Texarkana, find it necessary to go on school buses to various schools in Texarkana. Some of these children who must be transported to schools far distant from the project lose as much as one hour per day from their studies. These children also create a problem by loitering at the Administration Building for several hours between the time of the departure of their parents for work and the arrival of the bus. Some, whose working mothers prepare their school lunches for them but who leave it to the children to get their own breakfasts, have been found eating their lunches while waiting for the school bus, which means that they go without food at noon.

Truancy is one of the big problems in Texarkana, since no plan has been made to control it. A visit to the picture shows on any weekday afternoon discloses the presence of numbers of school aged children, some of whom see the show as many as three times before returning home. Reports have been received of children parked in the shows all day by their parents while the parents attended to necessary business or shopped. Truancy and the lack of organ-

ized recreational activities for the teen-age group are being given considerable attention by a committee on Problems of Youth of the Council of Social Agencies. United Service Organization has been asked to assign six recreational workers to the housing projects to organize recreation for the children that are living in and near the projects.

Although both Bowie and Miller Counties have active public health units, there are no provisions for medical care and hospitalization for indigents and insufficient hospital beds for pay patients. Beds totaling 100 are available in an area which needs 300. No children's wards are maintained in any of the Texarkana hospitals, but children are placed in wards with adults if admitted to the hospital at all. Since the war, there is only one pediatrician in the entire county, and he is so busy that he endeavors to limit his practice to office calls so as to reach the greatest number of children in the least possible time. It is not surprising that many children in this area are suffering from the lack of proper medical treatment.

Development of Facilities for Day Care in Texarkana

As to facilities for child care in the community in those early days of 1942, the State Department of Public Welfare report reveals that "the most significant thing about present facilities for foster day care of children is the *absence of such facilities*." There was only one nursery school for 42 pre-school children under the auspices of WPA, which did not run to capacity because of a lack of transportation for the children and which was later closed in May, 1942. There were no public funds available for community foster day care, and there were no professionally trained child welfare workers in the city, or in Miller or Bowie Counties. Active Girl and Boy Scout groups, and the Girl Reserves of the YWCA were the only organizations serving children at that period.

In order to gauge the need for child care in the community, a study was included in the survey made by the State Department of Public Welfare in February, 1942, of women referred for employment to the Lone Star Ordnance Plant by the U. S. Employment Service, which added to its schedules questions to elicit information on the mother's plans for child care and the applicant's interest in facilities for day care of children. These statistics were later used by the Bowie County Welfare Board as a basis for computing the need for day care of children in making application for Lanham Act Funds.

Following the presentation of this report to the Family Security Committee, the Community Con-

* Estimates based on number of War Ration Books issued in January, 1943, show the population of Texarkana to be 43,609, population of Bowie County to be 59,734, and population of Miller County to be 32,003.

sultant for the Texas State Division of Child Welfare of the State Department of Public Welfare was sent to Bowie County upon the recommendation of that committee. By prearrangement, she worked very closely with the representative of the Department of Education who had been sent to Bowie County to organize war nursery schools, thereby promoting coordination of the two programs.

As a result of her activities, the interest of the Welfare Committee of the Texarkana Civilian Defense Council was aroused in this problem, the outcome being that the committee petitioned the Commissioner's Court of Bowie County to appoint a County Child Welfare Board, in accordance with provisions in the State Statutes, to become a nucleus for the planning of a community-wide program. This County Child Welfare Board was appointed on June 22, 1942, opening up a Child Welfare Unit in July, and a department for day care known as Children's Day Care Service in September, 1942.

As the needs for day care of children became more apparent to the community, a committee was appointed in January, 1942, by the local Civilian Defense Council, with representation from the local departments of welfare, education, and health, from the employment service and personnel department of the plants, from organized labor, and the local housing authority. This committee on child care is now concerned with a study of current needs and the possibilities of expansion of facilities.

The first child care facility to be set up after the war was a war nursery school for thirty children which was opened up in July, 1942, by the Texarkana Public Schools in the Administration Building of the largest public housing project, Robison Courts. Characteristic of nursery schools in this part of the county, the new venture got off to a slow start with an enrollment of only two children, which increased steadily, however, until it now has a waiting list as long as the capacity. Two child development workers and a trained supervisor employed by the State Department of Education, who is also assigned to the Hooks Independent School District one-third of her time and who teaches a class in child development in the Junior College, constitute the personnel of the nursery school. Although there is demand for more care of this type, especially in downtown Texarkana, no additional nurseries have been established, since suitable space has not been found.

The lack of a building in which to house a nursery school has also prevented New Boston, a town of 4,255, located near the gates of the Red River Ord-

nance Plant, from applying for federal funds for a nursery school, although as long ago as last November twenty-six mothers expressed their need for this type of care. At Hooks, near the gates of the Lone Star Plant, federal funds have already been granted for the erection of a nursery school and kindergarten, although the application for Lanham Act Funds for maintenance and operation is still pending.

Other group care facilities include two nurseries in Texarkana, Arkansas: a small day nursery for sixteen pre-school white children under the sponsorship of the Federated Council of Church Women, with untrained personnel, and a nursery for forty colored children, which was established by WPA and which is now seeking new sponsorship. The recent ruling which requires that the local sponsor furnish 50 percent of the maintenance and operation costs unless fees from parents can be collected to cover this amount, prevented the Texarkana, Arkansas, schools from applying for Lanham Act Funds for the continuance of the WPA colored nursery and for the opening up of a white nursery on the Arkansas side, as had been planned.

Before and after school programs have been discussed by the Texarkana, Texas and Arkansas School Boards, and by the Hooks Independent School Districts. While the general impression is that there is need for such a program, the Texarkana, Arkansas, Board has decided to do nothing until next fall, since they were unable to establish the need. A survey was made, by sending questionnaires to parents, in three large Arkansas schools. Only twenty-four parents in these schools expressed a desire for care for their children between 7 a. m. and the opening of school and after school until 6 p. m. Answers to questions indicated that most of the children of the working mothers have some type of adult supervision between these hours, although it is not known of what this supervision consists nor how adequate it may be. It is understood that the Texarkana, Texas, schools are in the process of writing an application for Lanham Act Funds for extended school services, including the before and after school program, and a request for funds for the continuance of the war nursery school at Robison Courts. The Hooks Independent School District made its application for a before and after school program at the same time that application was made for maintenance and operation of the war nursery school and kindergarten mentioned above.

Individual care of children is under the sponsorship of a department of the Bowie County Child Welfare Board, a case work agency staffed by the State Divi-

sion of Child Welfare. Since no county funds are available for the program of the Children's Day Care Service, application has been made for Lanham Act Funds to carry on the work that has been started in a small way in Texarkana. The request covers the financing of four counseling centers at Texarkana, Hooks, New Boston, and DeKalb, as well as the organization of homemakers' service and foster-family day care in these towns. Like many requests for Lanham Act Funds, this application and others made by Bowie County agencies as long as a year ago, have been shuttled back and forth between State and Regional offices for numerous revisions before being reviewed by national groups, only to start the rounds all over again. The Children's Day Care Service applications are now on round three.

Foster family care, which is in process of being organized by the Children's Day Care Service on a day care basis, along with homemaker service, is new to the people of this area, and therefore not sufficiently understood to be in demand. On the other hand, homemaker service, or what is known in some communities as "Auxiliary Care," is much sought after. Because many mothers find themselves physically unequal to carrying two full time jobs, they welcome some assistance with home duties which lessens the physical strain and affords them more uninterrupted time with their children at night. Some mothers of young children prefer homemaker service because it keeps the children in their own homes without disturbing their accustomed routine, and with no necessity for transporting them in all kinds of weather to foster homes or day nurseries.

Homemaker service has the added advantage of being cheaper for the mother with three or more children. It is also one of the answers to the problem of day care for the child under two years, whose mother works because of economic or patriotic motives, or because she prefers working outside the home to caring for her own child and doing her own housework.

Of course, the "fly in the ointment" is the difficulty of recruiting enough qualified persons to supply the demand. In Texarkana, we are beginning to realize the necessity for more careful counseling of parents before the placement of homemakers is decided upon, so as to utilize this service to the best advantage.

In addition to its value as a medium of child care, supervised homemaker service promises to have far reaching effects upon the community in terms of better education and health. Through routine examinations of homemakers, many latent cases of

venereal infection and a few tuberculosis cases are coming to light and are being treated. Many children of working mothers are also being immunized and other defects corrected through the influence of our contacts with parents. Homemakers are learning valuable lessons through the training courses, which not only enable them to do their jobs more efficiently, but which they carry over to the care of their own families. Young working mothers, who have had little experience or training in child care and homemaking, find themselves very interested in the mimeographed copies of the discussions which the homemakers carry home to them from the course. In this manner, the circle of knowledge of the proper care of children and the home widens in the community.

The lack of sufficient facilities to meet the needs for the day care of children has called forth the ingenuity of many mothers. Where husband and wife have been employed on day and swing, or swing and graveyard shifts, a daily minder who stays with the children for the few hours between the departure of one and the return of the other is used. A few women have tried the experiment of sharing an apartment with a fellow-worker who was on opposite shift so that one could take the responsibility for the home while the other worked. Relatives and friends have been brought in from the country to care for the children, though in some instances such arrangements have lasted only until that person herself secured a job in one of the plants.

The tragedy comes when mothers make no provisions for the supervision of their children while they are away. Such a situation occurred when the mother of nine children left her home to work in a defense plant so that the family income might be sufficient to provide the older high school girls with the proper clothing and the extra supplies to keep them in school. After working a few months and leaving the children to their own devices before and after school, the mother discovered that without some one to see that the girls got off to school, they frequently played truant and were on the road to delinquency. By the time she made this discovery, however, she was so deeply immersed in debt for furniture for which she has longed that she was unable to quit. Working in the Ordnance Plant was not proving the benefit to her family that she had hoped it would be.

Many are the illustrations that could be cited of impairments to the health and welfare of children whose mothers are unable to provide the care and supervision that is so necessary to their proper growth and development.

An Experiment with Case Aides

SUSAN M. BOYD

Executive Secretary, Children's Service Bureau, Pittsburgh, Pa.

WHEN the shortage of graduate case workers became so acute as to cause concern for the services of many case work agencies last June, the Children's Service Bureau undertook an experiment with teachers as case aides. The four teachers who participated in the project are regularly employed throughout the school term by the Pittsburgh Board of Public Education. They were selected from the group whose experience in special class teaching or in contacts with children outside the schoolroom had stimulated their desire to understand some of the effects of a child's emotional ties and home conditions on his ability to adjust to school requirements. An honorarium was paid by the Bureau for their services.

Orientation Program

Anticipating the mutual benefits which could result from working with teachers on the staff, the Bureau planned the program with a view to giving them as much insight into case work techniques as the time limitation of their summer vacation would permit. The case work staff was encouraged to seek contacts with them for the discussion of children who were having difficulties in relation to the schools. A group discussion at the beginning of the experiment brought out some of the questions people ask about the differences between social agencies, and afforded opportunity to interpret case work services in relation to other community resources. Agency reports, special bulletins, and case histories were also used to acquaint the aides with the functions of the Bureau. Five case records, prepared for the 1942 record exhibit of the Child Welfare League of America, were especially useful since they illustrate a variety of children's problems accepted by the agency for service and show methods of treatment. Since the project had to be telescoped into two months of the school vacation, not much supplementary reading could be expected. The reading list comprised mainly books that deal with basic principles of case work and those that emphasize the inter-relationship of schools and social agencies, with a few articles selected from recent numbers of "The Survey," "The CHILD WELFARE LEAGUE BULLETIN," and "The Family." The aides mentioned as especially helpful, "The Art of Helping People Out of Trouble" and "Children at the Crossroads." The regular clinics, when the children

come in for complete physical examinations by the staff physician, enabled the aides to observe routine clinic procedure and to participate with the foster mother in the discussion of treatment. Informal conferences with the staff psychologist were encouraged, and arrangements were made for the aides to spend at least one-half day at the juvenile court.

The teachers were able to read and absorb printed material with exceptional rapidity, and by the end of the first day the exhibit records had all been read and the case aides were ready for discussion of them. Eager for a field assignment at the earliest possible opportunity, they expressed the opinion that they would not be of much help to the agency until they could have actual contacts with the children.

Work Assignments

The first field work consisted of such activities as those connected with preparing children for summer camp. This included arranging for medical examinations, taking children to the clinic, checking camp clothing and purchasing needed articles, meeting children for whom camp placement had been arranged by the case worker, and taking them to the bus station or to the camp. Cases were chosen for first interviews from among the less complicated situations involving neglect of children, although a few of the assignments were on situations in which movement had lagged because of staff changes and there was need to gather up loose ends. As each contact was planned in advance and the purpose of the visit was made clear, it was thought the first actual case work interviews would be conducted with a minimum of insecurity, especially as the case aides were all accustomed to seeing parents in their homes in relation to the children's school adjustment. They told us later that they did feel out of their professional element during the first interviews and were painfully conscious of their lack of case work experience. However, at the end of eight weeks the case aides were carrying an average of eight cases. These ranged all the way from a request from an out-of-town agency for information regarding a child's relatives, to a complaint of physical neglect of a child.

From the first day, the aides showed enthusiasm, warmth of interest, and an understanding of the emotional needs of children which seemed to come

naturally from representatives of a profession closely allied with social case work. There were several instances of outstanding work. A sixteen-year-old lad who had recovered from a crippling disease, had slumped into complete inertia and was spending most of his time looking out the window or listening to the radio, refusing to try to help himself. Case work had been interrupted by staff changes, but the aide was able to interest him in the opportunities available through Junior Achievement and to stimulate his desire for outside activity. Within a short time he came to the office without his crutches. He had apparently forgotten them in his eagerness to reach his classroom, where he is rapidly acquiring skill in a trade which will make him self-supporting.

The initiative and insight of one of the aides enabled her to help two seriously deprived children to accept the new experience of complete physical examination and a summer camp vacation which they had feared and resisted. In her work with a ten-year-old girl who was referred to the agency by her regular teacher because of stealing, the case aide, sensing the mother's rejection and harmful methods of dealing with the little girl, was able to interpret the child's feeling to the mother and gain her cooperation in planning changes in her methods of discipline. An excellent interpretation of this situation was given by the aide to the teacher who made the original complaint. Another of the aides was able to give immediate help to two children who were not adjusting in school. In an apparently innocuous family set-up where case work was going well with a difficult boy, the aide was suddenly asked to extend case work services to a sixteen-year-old unmarried sister with a new baby. By good judgment and quick thinking she avoided becoming involved in a difficult social situation and referred it back to the supervisor. A long case history was studied, and with the help of an outline and suggestions from the supervisor, the aide wrote a summary for the Juvenile Court. There were other definite accomplishments, but the examples mentioned indicate the type of work the aides handled.

Supervision

This is not implying that skill in another professional field can be considered a substitute for study and practice in a graduate school of social work. Furthermore, it would be a mistake to underestimate the cost of the supervision of case aides. In our experiment, each aide worked with a different supervisor or senior case worker. By that arrangement

many of the values of group conferences were lost. The original plan allowed for two weekly conferences of one hour each after the aides had been given time to become familiar with the Bureau's program. During the first week, much of their time was spent in the office reading records, the office manual, bulletins and reports, and on assignments for which explicit directions were given. But with their first work on active cases, the supervisors found it necessary to allow time for almost daily conferences, varying in length from fifteen minutes to one-half hour in addition to the scheduled conferences.

One other point should be stressed. The experience of the Children's Service Bureau was with a selected group from a selected profession. It is quite probable that case aides without teaching experience and contacts with parents in connection with the children's school work would require at least the full time of one supervisor for four aides.

At the end of the summer, a general conference gave aides and case workers opportunity to review their experiences and analyze the value of the summer's work. It was agreed that this experiment in the use of skills of teachers as aides in the practice of case work not only had definite value for the social agency, but according to their own evaluation it gave the teachers a new and enriching experience in their relationships with children. In fact, the project had sufficient value to warrant consideration for another similar cooperative effort in the interests of children for whom war conditions have created new and exceptionally heavy demands upon protective agencies.

League Directory Changes

THE CHILDREN'S AID SOCIETY OF NIAGARA FALLS, INC., is now the Family and Children's Society of Niagara Falls, 826 Chilton Avenue, Niagara Falls, New York. Miss Mary Elizabeth Kelly is General Secretary.

New League Publication

THE ROLE OF CASE WORK IN INSTITUTIONAL SERVICE FOR ADOLESCENTS, by Grace I. Bishopp, Adjutant, Salvation Army, Baltimore, Maryland. Price, 35 cents.

A discussion of the case work process with parent and child, covering the intake study, the period of care and plans for discharge in the Bethesda Christian Home, an institution for adolescent girls in Philadelphia.

NEWS FROM THE FIELD

FOSTER PARENTS HELP COMPUTE COST OF
FOSTER FAMILY CARE

SOME very interesting experiences and experiments are being revealed in the replies to the follow-up inquiry on board rates. These will be submitted to the membership in the form of a special report some time in November. One agency reports an interesting experiment in computing board rate increases. Foster parents were asked to keep an account of their actual expenses in caring for foster children. We are quoting from the letter, for some of the details of this experiment may be of help to other agencies struggling with the problem:

"We made a cost of care study for a two weeks' period, November 29 to December 12, 1942, by asking our boarding mothers to keep a daily account of expenses involved in caring for foster children on a specially prepared blank. This study was made in order to determine how realistic we had been in paying board at the rate of \$5.00 per week. We included in this study food, laundry, carfare, and miscellaneous, but did not consider such items as rent and household supplies, or services of the foster mother. Although our committee felt that such things should be included, they felt that doing so would raise the rate beyond what the agency, the families, or the community could pay.

"This study showed that the actual cost to boarding parents for care of foster children, exclusive of above items, was \$4.05 per week per child and that there was very little variation in age groups. On the basis of this study, our Board voted to raise our basic board rate to \$7.00, feeling that the foster family should have some reimbursement on gas, light and heating bills, if not for rent and service. Because the physically and mentally handicapped children needed special care, we considered a service charge in relation to the care of these children. The board rate for these children was set at \$8.00 to \$12.00 per week, the actual board rate to be determined by the case worker and the foster mother in each case."

Interpreter's Column

THERE are two pieces of writing in this issue of the BULLETIN which, although they do not seem at first glance to be "publicity" and although they are written for children's workers themselves and not the general public, still prove an old—and most often neglected—point about interpretation. These two are, "Is Physical Care Enough?" and the review of

"War and Children." The point is: to be effective, be specific.

To those of us, like the members of the National Publicity Council staff, who are not in daily contact with a day care center for children, the real atmosphere, aspirations and standards of a good day care center open up like a flower as we read "Is Physical Care Enough?" There is a warmth and understanding, even in this technical article written for technicians, that is usually woefully lacking in the material which children's agencies send to the newspapers and the radio stations about day care for children. When children's workers talk about day care in the press and on the radio, they are apt to use phrases like "adequacy of supervision," "opportunities for growth," "the value of the group experience for the pre-adolescent." How much do we really believe those phrases mean to the public, and especially to the parents who might be prospective users of the day care center? Rare is the parent who will send her child to a day care center for a "group experience." The average parent simply hasn't been schooled to understand phrases like that. But in "Is Physical Care Enough?" one reads that "Young children need to feel that the adults around them like them." Parents would like to know that day care centers feel that way. "The practice of taking turns adds to each child's feeling of being important," says the author. What a warm feeling parents would have if they knew that the highly trained workers in children's agencies, with their rather forbidding academic degrees, appreciated the importance of a simple thing like that. How much it would add to the confidence of the public and how much it would serve to allay the fears of the mothers who are afraid to leave their children with strangers.

In the well-written review of "War and Children" one gets the feeling that here is a book that tells, specifically, what happens to children in a war—and to children in any kind of distress or emergency. If we judge the book correctly from the review, it does not describe what is happening to children in such generalized and meaningless phrases as "family disruption due to the war"; "inevitable anxieties of a war period" and the other clichés that so many of us have fallen into the habit of using and the habit of expecting the average reader of our material to understand. Our average readers vary from those whose families have been very much "disrupted by the war" when one of their members goes overseas in the armed forces, to those families (and this group is the larger) who may be having disruptions of a subtle sort but whose families are still intact and who don't

know themselves just what the matter is. Most readers want to know what we mean when we say "Family disruption due to the war." And we can tell them because we know. It is mother working on the day shift and father on the night shift; it is older sister's dissatisfaction with being too young for the WACS and the WAVES and old enough to want to "do something" about the war; it is Johnnie playing commando in the neighborhood and getting in trouble with the police. The list of the *specific* things we mean by "family disruption due to the war" is long and familiar, but we still have an unhappy and ineffective way of being general and technical about them when we describe them in our publicity material.

There is another point about the kind of publicity which really says what it means and which is specific, simple and real.

Publicity that really describes what goes on in a good day care center and why, or publicity that describes what qualities make an adequate foster parent is good teaching material for the entire community. How often "own" mothers, reading about the standards for a foster mother, will take a lesson unto themselves.

BOOK NOTES

WAR AND CHILDREN, by Anna Freud and Dorothy T. Burlingham, Medical War Books, N. Y., 1943. 191 pp. \$3.50.

There are many books describing human experiences resulting from the war's catastrophe. This volume, however, is the first to report and, at the same time, the first to analyze so accurately the psychological causes for the effects of these experiences upon the personality development of children.

Both of the authors have been occupied for many years in Vienna and, after the occupation, in London, with the scientific investigation of the causes of emotional difficulties which develop in children and with the perfection of preventive and treatment techniques. It is, therefore, wisdom and long experience which they bring to their work in the Hampstead nurseries in England and which makes this book so valuable—not only as a description of how the war affects children in England, but as a guide to the understanding of children's problems in all times.

The reactions of children of various ages to the "Blitz" are described in some detail. It may surprise many persons to find that destruction and danger play a minor rôle in producing fear, but that the child develops anxiety and distress upon the loss of and separation from loved ones which bombing entails. The consistency of these reactions reinforces our

knowledge culled in peacetime of the behavior of children in somewhat comparable conditions, and makes even more evident to us the importance of the security which a child gains by the permanent reliance upon a mother or mother-substitute to protect and to love him.

Instances of the development of various symptoms in a child as a reaction to the separation from his own family are described in the part of the book called "Reports." These reports are written as a diary of the events in the nurseries. In this form one may learn not only of the behavior resulting from the fears, but of the day-by-day treatment of the child by the staff to alleviate the symptoms.

An important method of preventing anxiety is the gradual separation of the child from the parents or mother. In the initial stages of a separation frequent visiting by the parents has been encouraged; the informality of the nursery and the lack of restriction as to visiting hours make it possible for them to see the children easily. Only when the child has become familiar and happy in his new home are the visits gradually decreased. The authors comment—"It is true that in this way children take a longer time to get over separation from their parents . . . but we consider the slower method of overcoming the shock of separation as much less harmful to the child than the traumatic one usual in evacuation when many little children . . . are suddenly taken from them (the mothers), not to see them for weeks or months."

This truth is well known to many of our child welfare workers. Experience and knowledge of child psychology have encouraged them to use similar techniques of gradual separation in the foster-home placement of children, even though it is a much more difficult and complicated procedure than the more sudden and absolute placements made by workers of past generations.

Other details of planning for adequate living and development are discussed as they have been worked out in the nurseries under the authors' care. Artificial families are gradually developed with a teacher, a nurse, a social worker, as the adult focus. Brothers and sisters are united into the same artificial family when possible. In this way the initial separation is less disturbing and the development of strangeness during the period of placement is avoided, making more natural the reestablishment of the real family after the war. The bomb shelter is used as the permanent bedroom, so that it is unnecessary to disturb the children during the night in case of bombings. Parent education is continued wherever possible to

help the mother understand the varying reactions of her child and the reasons for specific training methods used by the staff workers, as well as to promote better post-war parenthood.

One of the greatest values of this book cannot be gleaned from the title. It is not only a description of children in the war but also a guide to the understanding of children at all times. The language is so simple and the tone so modest that one does not realize at first how much information concerning child development and children's needs is condensed into the small volume. There is little of our knowledge concerning children which is not tucked into the pages, whether it is part of the description of events leading to a boy's temper or of a mother's tears at parting from her baby.

For that reason its value is so broad that one might recommend it as part of the reading for any course on child behavior and development; yet its language is so simple that any mother might learn from it to enrich her knowledge of child training.

—MARGARET W. GERARD, M.D.

Chicago

AN INTRODUCTION TO GROUP THERAPY, by S. R. Slavson, The Commonwealth Fund, N. Y. 1943.

This timely and well-constructed book opens with a foreword by Dr. George S. Stevenson, clearly formulating the difficulty encountered by the psychiatrist who tries to understand a child on the basis of the office interview alone, or treat him without the resources offered by a well-integrated community adjunct to the psychiatric interview in arriving at an understanding of the behavior of the whole child. Childhood conscious mental content gives us much less grasp on the problems of the individual than does observation of behavior, and behavior is most significant when it approaches most closely the patterns of activity in the ordinary social setting of the individual child. Therefore, carefully built-up groups of children offer an opportunity to see the child perform under circumstances reproducing, as nearly as possible, the varied pattern of everyday life, and serve as well a psychotherapeutic purpose. Through the close correlation with all welfare agencies that is part of the group technique described here, the worker or psychiatrist is helped to knit his program closely into the entire community scene. That the dynamics of group activity are therapeutic is clearly shown; but an extremely important point insufficiently emphasized here is that group therapy, as one sort of psychotherapy, can be an immense resource for dealing with the overwhelming volume of problems presented daily to the community clinic, the social agencies, and the juvenile courts. This pressure is especially overwhelming now because of wartime exigencies and increasing application for service in the face of ever-increasing shortages of personnel.

Dr. Slavson opens with a clear presentation of the theory and technique of group therapy as practised in his agency. He describes the "permissive" atmosphere in which the therapist accepts the child "fully

with all his faults, shortcomings, destructiveness, and hostilities," and says that the aim of such an environment is in effect to remove the anxiety-producing super ego. Thus the child is allowed to act out his impulses and see them rebound against the personalities of his confrères. The role of therapist is in part to be a blank screen, on which the child can project the images of his emotional needs. Great care is used in the balance of each group so that aggressive instigating children are coupled with passive followers and average children in order that an equilibrium can be maintained as well as a constantly dynamic active "climate."

The author is least secure when he goes over into the field of psychiatric or psychological diagnosis and describes eight different types of children: the hyperkinetic, motor, originative, phantasy-laden, autistic, organization. Group technique, although not a new method, is newly coming to the fore as a valuable egoic, schizoid, and emasculated boy. He says that it is his impression that "in many such people egoicity proceeds from organic or constitutional sources." No objection would be raised to his using the above descriptive categories if he would use these adjectives to describe trends in personalities rather than absolute types. I feel he should also include warmth or coolness of temperament, and oppose hyperkinetic by hypokinetic, schizoid by cycloid. Most psychiatrists would agree that these trends exist, and, are built up (as he says of the egoic alone) on a constitutional anlage. The failure of group therapy probably depends less on the presence or absence of any single personality trait, than it does on an imbalance of the entire personality which prevents the patient from forming relationships.

Particularly impressive is the author's understanding of the therapeutic process through transference and through the inchoate medium of "group climate" and dynamics. He emphasizes an important point in discussing the influence of the character of the therapist, and the necessity for the therapist to maintain his character as a firm constant against which the children may struggle to form their own personalities and individuality. This is also the function of the good parent of an adolescent: to maintain and express through the atmosphere of the home the finer groundwork of his character so that the developing child has a firm foundation against which to push when he is struggling to establish his own identity. A completely permissive atmosphere too long maintained may allow the child needing a foothold to sink to his knees in quicksand, and hinder the development of his needed super ego. Dr. Slavson understands this problem well, and also expresses forcefully the importance of productive activity in the development of the organization of energy flow or good habit patterns. This book forms a solid basis on which the thoughtful group therapist can build his own technique. It is a provocative and stimulating presentation.

—MARGARET C.-L. GILDEA, M.D.

St. Louis, Missouri